

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Perception, encompassing the ability to sense and understand the physical and mental aspects of the environment and social life, plays a crucial role in how individuals interpret and navigate the world. In the context of student perceptions, it involves the cognitive processes through which students interpret and recognize objects or events based on their expectations and self-awareness. This research delves into seven key items—CS, TAF, TCM-MS, AELP, SM, SR, and GL—to explore student perceptions of English language learning at IKIP PGRI Pontianak, supported by interview data attached in the research's appendix. The implications of this study are twofold. Firstly, it contributes to understanding students' perceptions of English language learning at IKIP PGRI Pontianak, shedding light on their expectations and feelings in the learning process, thereby aiding in identifying deficiencies and weaknesses in English learning. This insight guides educational authorities in West Kalimantan to formulate strategies for enhancing English learning outcomes. Secondly, the study emphasizes the crucial roles of both lecturers and students in creating engaging learning environments, with the seven identified components serving as focal points for achieving learning objectives. Lecturers are encouraged to strive for interesting and effective teaching strategies, while both lecturers and students should be attentive to these components to ensure the attainment of learning goals.

B. Suggestions

Based on the data analysis, researcher have several interpretations that can be drawn firstly, lecturers must use good language and use English to persuade students to participate in class activities. Second, lecturers must have strong learning motivation. Lecturers must have confidence in using the language. Furthermore, in interviews several lecturers appeared to use Indonesian to support student learning as

a form of failure. In particular, faculty may need further training in using laboratories or in classrooms appropriate for their students in those areas.

Third, lecturers need to know students' potential and what students need to learn to improve their English language skills. Fourth, don'ts should plan materials and props before coming to class. Fifth, lecturers must have good skills in using English, appropriate methods and approaches in their teaching. Students should have strong motivation to learn. Do it many times to practice their English inside and outside the classroom. Students should do their assignments or homework in pairs or groups.

Students use English most of the time in their classes. Students do not study English on campus just as a subject, but consider the benefits of English in the future. For the government, first of all, the government must prepare good facilities to support the teaching and learning process and also provide opportunities for English lecturers to take part in training to improve their competence. Second, the government must increase supervision of the teaching and learning process so as to create development and a good level of English language skills.